

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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Time 2 hours 15 minutes

**Paper
reference**

8HI0/1B

History

Advanced Subsidiary

PAPER 1: Breadth study with interpretations

Option 1B: England, 1509–1603: authority, nation and religion

You must have:

Extracts Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer **ONE** question from Section A, **ONE** question from Section B and the question in Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
- Good luck with your examination.

Turn over ►

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SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

- 1** Was the role of the Catholic nobility and gentry the main reason for the survival of Catholicism in the years 1558–88?

(Total for Question 1 = 20 marks)

OR

- 2** Was the role of the Marcher Council and Council of the North the main reason why the Tudor government was able to maintain control of the nation in the years 1509–88?

(Total for Question 2 = 20 marks)

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DO NOT WRITE IN THIS AREA

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** **Question 2**

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TOTAL FOR SECTION A = 20 MARKS



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SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

3 To what extent did the government of Tudor England change in the years 1509–88?

(Total for Question 3 = 20 marks)

OR

4 Was the most significant feature of cultural change, in the years 1509–88, the growth of grammar schools and universities?

(Total for Question 4 = 20 marks)

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DO NOT WRITE IN THIS AREA

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 3** **Question 4**

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TOTAL FOR SECTION B = 20 MARKS



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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

Blank writing area with horizontal dotted lines.



DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 5 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS



Pearson Edexcel Level 3 GCE

Time 2 hours 15 minutes

**Paper
reference**

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History

Advanced Subsidiary

PAPER 1: Breadth study with interpretations

Option 1B: England, 1509–1603: authority, nation and religion

Extracts Booklet

Do not return this Booklet with the question paper.

Turn over ►

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Extracts for use with Section C.

Extract 1: From Susan Doran, *England and Europe 1485–1603*, published 1996.

In the past, historians have emphasised that the cost of Elizabeth's success was high – perhaps too high. Today, however, historians are impressed that the damage to society was not greater. Given that the war effort was taking place against a backdrop of harvest failures and trade slumps, the government was remarkably successful in raising troops and organising supplies. There were numerous complaints from the localities but serious trouble was averted. The Council had managed, just, to finance the war and supply the armies for eighteen years. This was a considerable achievement. 5

Elizabeth has been criticised for her excessive caution. However, this was mainly because of her realistic assessment of the military resources at her disposal and the changing needs of the war. For example, Elizabeth was only prepared to allow 2,000 troops to go to France in 1596. This policy was supported by the two Cecils, but keenly opposed by the Earl of Essex. Similarly, when Philip III came to the throne, Elizabeth and the Cecils favoured peace. 10

Extract 2: From Christopher Haigh, *The Reign of Elizabeth*, published 1984.

The major difficulties of the 1590s are clearly evident. There was real resentment of the burdens of the war. There was also resentment over how the Crown rewarded its favoured followers. Opposition to monopolies from the constituencies pushed MPs into rare criticism of royal policy. These military and financial demands should be seen within the social context, in which harvest failure, disease, crime and rioting combined to produce multiple problems for the Crown. The Council of the 1590s was a narrow group, whose few members took shares of the great offices of kingdom and Household, and passed them on to their sons. No wonder that Essex and his allies thought themselves excluded from this privileged group, and finally tried to break into it by violence. 15
20
25

The crisis of 1594–8 passed, without apparent damage to the fabric of society or state. But the myth of Gloriana had been severely dented and, to some of her subjects, even Spanish rule (not to mention Scottish) seemed preferable.

Acknowledgements

Extract 1 from: *England and Europe 1485–1603* By Susan Doran © Addison Wesley Longman Limited, 1996

Extract 2 from: *The Reign of Elizabeth I* By Christopher Haigh © Macmillan Education Limited, 1984